DOCUMENT RESUME

ED 201 688 UD 021 372

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TITLE Eastern District High School Integrated Bilingual Demonstration Project, ESEA Title VII, 1979-1980. Final Evaluation Report.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
BUREAU NO 5001-42-07631
PUB DATE 80
NOTE 68p.; For related documents, see ED 142 595, ED 195 603, UD 021 352-358, UD 021 360, UD 021 362-369, UD 021 371, UD 021 374-375, and UD 021 378-384.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Achievement Gains; Biculturalism; *Bilingual Education; Class Organization; Community Involvement; Curriculum Development; Curriculum Evaluation; Dropout Rate; *English (Second Language); High Schools; Latin Americans; Native Language Instruction; *Non English Speaking; Parent Participation; *Program Effectiveness; Program Evaluation; Reading Instruction; Reading Tests; *Spanish Speaking; Staff Development
IDENTIFIERS Elementary Secondary Education Act Title VII; New York (Brooklyn)

ABSTRACT

This is an evaluation of a Title VII Bilingual Program that was conducted at a New York City high school in 1979-1980. The program served Spanish speaking students. A demographic analysis of the school's neighborhood and a discussion of participating students' characteristics are provided. The program description outlines the project's philosophy, organization, and structure. Instructional components of the program that are reviewed include: (1) student placement, programming, and mainstreaming; (2) instructional offerings; and (3) funding of the instructional component. Non- instructional components covered include: (1) curriculum development; (2) supportive services; (3) staff development; (4) parental and community involvement; and (5) affective domain. Tables show students' results on the Criterion Referenced English Syntax Test and other tests measuring native language reading achievement, native language mathematics achievement, mathematics performance, science performance, social studies performance, and native language arts performance. Attendance figures for students are presented along with a comparison of dropout rates between program students and the total school. Conclusions and recommendations are offered. (APM)

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FINAL EVALUATION REPORT

EASTERN DISTRICT HIGH SCHOOL

INTEGRATED BILINGUAL DEMONSTRATION PROJECT

ESEA TITLE VII

PROJECT 5001-42-07631

NYS CHAPTER 720

PROJECT 5001-42-08404

1979-1980

NEW YORK CITY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL EVALUATION

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FINAL EVALUATION REPORT
EASTERN DISTRICT HIGH SCHOOL
INTEGRATED BILINGUAL DEMONSTRATION PROJECT

ESEA TITLE VII
NYS CHAPTER 720
1979-1980

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EASTERN DISTRICT HIGH SCHOOL

INTEGRATED BILINGUAL DEMONSTRATION PROJECT FOR HIGH SCHOOLS

1979-1980

Location: 227 Marcy Avenue, Brooklyn, New York

Target Language: Spanish

Year of Operation: 1979-1980, Fifth Year

Number of Participants: 413 Students of Hispanic Origin

Principal: Mr. David Dicker

Program Coordinator: Mrs. Haydee C. Surillo

Introduction:

The bilingual project of Eastern District High School is a mature program which has been operating with a consistent staff, a stable structure, and with a continual record of positive results. A highly visible program, it has drawn the attention of educators, community leaders, and the media; its visibility may be attributed to the vitality of the staff and to the students' considerable achievements in the context of a high school which has the city's highest drop-out rate and lowest level of attendance. Because many features of the program have remained intact, some of the descriptive material in this report is summarized from the 1978-1979 Final Evaluation Report.

I. DEMOGRAPHIC CONTEXT

A. Environment: Located in the Williamsburg section of Brooklyn, Eastern District High School is set in an economically depressed area

characterized by run-down tenements, brownstones converted into apartments, and a few private homes. While the shopping district near the school and the school's immediate vicinity are not considered by the local police precinct to be high crime areas, the Program staff and students noted that just a few blocks south of the school (well within the attendance area) is one of the city's more devastated and crime-infested areas, characterized by considerable gang activity, drug traffic, arson, and vandalism.

The school's attendance area is populated by Hispanics, Blacks, and Hassidic Jews. (The Hassidic population is not represented in the school.) Relations among the various ethnic groups in the community are relatively tranquil.

Eastern District High School falls in District 14, which has (according to the Fleischmann Commission Report) the City's second highest concentration of Spanish-speaking students. The District's population is approximately 68% Hispanic. (That figure does not reflect the large and increasing number of illegal aliens who live in the neighborhood; their children are represented in the school population, but not in the Bilingual Program.) The Hispanic population of the school is approximately the same as the official figure given for the District.

B. Site Characteristics:

Most Program classes are conducted in the Mini School, a single-level temporary structure located in the school yard of Eastern District High School. Those classes which cannot be accommodated by the Mini School or which require special equipment are held in the main building. While the Mini School's exterior is literally covered with graffiti, the interior,

including the makeshift science laboratory set up at the end of the corridor, betrays no vandalism.

The main school building is in serious disrepair, and is a singularly depressing environment. 1979-80 was, however, its last full year of utilization; Eastern District will occupy new facilities in February, 1981. At that time, the Mini School will be housed in a wing of the school building, which will include a resource center with five classroom clusters and a science lab.

II. STUDENT CHARACTERISTICS

A. Composition:

The target population served by the Bilingual Program during 1979-80 consisted of 413 Hispanic students in grades 9 through 12; the 12.5% increase over last year's Program enrollment reflects the immigration pattern affecting the attendance area. None were American born; Spanish was the native language of all. While the largest number originally came from Puerto Rico and the Dominican Republic, others were born in Ecuador, Colombia, Panama, Peru, El Salvador, Mexico, Honduras, Nicaragua, and Costa Rica.

B. Participant Selection:

There are no clearcut criteria for entry into the Program, in view of the fact that such a large proportion of the school's students score significantly below the 20th percentile on the Language Assessment Battery (LAB), and are clearly in need of bilingual services.

Selection is therefore based not only on linguistic need, but also on emotional and/or adjustment problems; health problems, particularly those

requiring medication and supervision, were also taken into account. This broad range of needs is assessed in personal interviews with every Hispanic-surnamed student enrolled in the school, conducted at the beginning of each year by the Program Coordinator, who is solely responsible for selecting Program participants. The Program Coordinator stated that this is a monumental undertaking, since it involves speaking individually with several hundred students in a short period of time. She stated that the outset of the 1979-80 school year, for example, she interviewed 735 students with Hispanic surnames who tested below the 20th percentile on the LAB Battery (many of whom tested in the 1-5 percentile range). The interview consisted of: informal testing (each student is asked to read a paragraph in English and Spanish and to write a paragraph in those languages), and a discussion of the student's educational background, and an assessment of other (personal, social, emotional, health, family) needs.

Newly arrived immigrants, most of whom speak no English whatsoever are given first priority; the Program Coordinator stressed that a major thrust of the Bilingual Program is to offer not only linguistic skills, but also the information and understanding needed to negotiate new cultural terrain. She added that approximately 5% of Program students entered with referrals from feeder schools (including P.S. 49, 50, 71 and 116) and the Office of High School Placement.

C. Linguistic Characteristics:

The program Coordinator stated that all entering students are of limited proficiency in English, and that 90% speak no English whatsoever when they enter the Program. One of the teachers estimated that a quarter of the students she encounters are English-dominant (having attended elementary and/or junior high school in the U.S.), but tend to speak

sub-standard ("street") English, and have weak skills in reading and writing. The evaluator noted, in observing ESL and English Reading classes, that while many students spoke English hesitantly and with visible discomfort, others had obtained a fair degree of ease in speaking and apparently were accustomed to speaking English outside of the classroom.

D. Diversity:

The range of proficiency in speaking English reflects diversity of need in other areas as well. A distinguishing feature of this target population is its broad spectrum of educational preparedness. Some students, for example those transferring from urban Puerto Rican schools, or from private religious schools and military academies from Latin America, function in the classroom at a relatively sophisticated level. Others of the same age group, particularly those coming from rural areas, have had little or no formal schooling, and are functionally illiterate.

III. PROGRAM DESCRIPTION

A. Philosophy:

The slogan of the Mini School, which hangs in its corridor, is "We can and we do." The Program staff's concerted efforts are aimed at instilling that conviction in its students. The Program Coordinator repeatedly expressed her belief that if students are expected to achieve--if they dare not fail--then they will indeed achieve. She stressed that students must know that they have a place, that they are important. The visibility of the Program has, in this sense, helped to reinforce the positive self-concept which various components of the Bilingual Program have been designed to instill.

She furthermore emphasized that fostering linguistic proficiency is only a part--and not necessarily the most vital part--of the Program's overall task. Equally important, she asserted, is providing the student with a context in which he or she can successfully work toward the cultural transition which is so often treacherous.

In general, the program staff is committed to Bilingual Education which they view as a definite alternative if properly implemented. It is difficult to ascertain to what degree the school's administration and other faculty share or support the Program's philosophy. The Principal expressed support for, and pride in, the Bilingual Program students, and spoke of their impressive achievements. There does seem to be some resentment in the main school, however, since Bilingual Program students tend to attract attention (from within and without the school), and to earn a disproportionate number of honors and awards.

The Program Coordinator stated that the essence of the program should be to avoid separation, to strengthen self-concept, but without setting the students apart. That dual goal has proved somewhat paradoxical, however. The effort to make the students feel important has elicited some resistance on the part of main school faculty. That resistance apparently takes the form of aggressive indifference on the part of some faculty members. The Program Coordinator's reaction to this implication of elitism is: "This is not elitism. They are being taught. Is this special treatment?" She stated that she would hope that the faculty would be more perceptive,

that they would benefit by the example of the Mini school. The Program Coordinator stressed that the Program's major goal is to keep the Bilingual student in school, to prevent dropping out. In this sense, the Bilingual staff and the school's other faculty have in common a major and immediate concern--to engage the students.

B. Organization and Structure:

The Mini School functions as a true sub-school of Eastern District High School; the Program Coordinator has considerable leeway in administering the Mini School. (She also is responsible for coordinating delivery of services provided under the Aspira Consent Decree to Bilingual students in the main school, and is consulted by guidance counselors or grade advisors in relation to programming for any student who is not English-dominant.) The fact that the Program is physically housed in a separate facility intensifies the sense that it functions almost as a separate school. Students do, of course, take some mandated and elective subjects, and participate in some activities, in the main school, but their identification is, for the most part, with the Mini School.

C. School Reorganization: When Eastern District High School assumes new quarters, the school's organization will undergo considerable restructuring. The mini school concept is being broadened (apparently, at least in part, in view of the Bilingual Program's positive achievements). The school administration plans to break down the school into sub-schools which will inhabit distinct wings of the new building. They have embraced the principle that close interaction of a group of teachers and paraprofessionals, and a context in which students can identify with a smaller unit, will generate higher morale among faculty and students, and will result in a more positive

educational experience. The bilingual program will constitute one of those sub-schools; others include Health and Home Careers, Business Education College Bound, and Exceptional Education. (The population of the new school will be approximately 5000, 56% higher than the present enrollment of 3200.) A challenge to the Bilingual Program staff in 1980-81 will be to foster, in the transition, a closer link to the rest of the school, and a context in which students can fully utilize the resources of the school. Up to this point, students in the Mini School have been rather removed from the main school, in part because of the physical set-up, in part because of racial tension and fear, and in part because of a spirit of unity in the Mini School which, on the other hand, may reinforce a positive self-concept.

IV. INSTRUCTIONAL COMPONENT

A. Student Placement, Programming, Mainstreaming:

1. Programming

Program students at entry have diverse levels of proficiency, and consequently a broad range of need. Each student's program is therefore assembled on the basis of the student's profile. That profile consists of: background data, including a record of the student's progress and grade-level advancements; recommendations by the Program Coordinator, Grade Advisor and Teachers; and the results of various examinations. Teacher-made tests determine achievement in content areas. Performance in Spanish is assessed through the use of standardized tests, including the Inter-American Prueba de Lectura, the BINL, the LAB, the New York City Language Fluency Scale (see Appendix), the Stanford Achievement Test,

and the Metropolitan Reading Test; the CREST Test is also administered.

Each student receives instruction in English as a Second Language and/or English reading, instruction in Native Language Arts, and coursework in the content areas of Mathematics, Science, and Social Studies. The Bilingual Program also offers elective subjects. In addition, students take Art, Music, and Physical Education/Health classes in the main school with mainstream students.

The evaluator looked through all the program cards of students in the 9th and 12th grades. For the most part, the programs seemed remarkably full; some students had classes scheduled for all 9 periods of the day--"even during lunch," the Program Coordinator noted. The program cards of several 12th grade students (presumably those who needed more coursework than the schoolday could accommodate in order to meet graduation requirement) indicated that after taking 8 periods of classes during the day, they took 1 or 2 evening classes at Washington Irving High School in Manhattan.

The following programs, chosen at random from those examined, seem to be fairly typical:

9th grade student:

period	1	ESL typing
	2	General Science (BL)
	3	World Geography (BL)
	4	NLA-level 2
	5	ESL 3-4
	6	Reading 3-4
	7	Health Ed.
	8	Music
	9	Art

12th grade student:

period	1	ESL
	2	Spanish
	3	English (main bldg.)
	4	
	5	Photography
	6	Pre-Algebra (BL)
	7	Health Ed.
	8	
	9	ESL typing

12th grade student:

1	Creative Cartooning
2	Eng. 8 (main bldg.)
3	Typing
4	Eco-1 BL
5	ESL Reading 5
6	Pre-Algebra BL
7	Art
8	Music
9	

evening, Washington Irving:
Spanish 8
Health Ed.

12th grade student:

1	Writing workshop (BL)
2	Intermediate Algebra (BL)
3	English (main bldg.)
4	ESL
5	
6	Typing
7	Health Ed.
8	
9	

Several students signed up for electives in the main school, particularly electives in areas that were essentially non-verbal (photography, creative cartooning). Most students, however, took all but mandated (Phys. Ed., Art, Music) courses in the Mini School until the 12th grade. All 12th grade students were assigned to English classes in the main school; these classes focused on preparation for Citywide examinations. Students who took English classes in the main school were assigned either to English B (Beginning) or to Advanced English.

2. Transition

Program policy is to mainstream students as they demonstrate sufficiently developed English language skills to allow them to receive instruction in English, and to function in mainstream classes without becoming discouraged or frustrated enough to drop out. The transitional period theoretically requires two to three years. Mainstreaming is recommended at the discretion of the Program Coordinator, Grade Advisor, and classroom Teachers; parental consent is sought. The Program Coordinator indicated that 17 students had been mainstreamed in 1979-1980.

In practice the Program has encountered serious obstacles in implementing its mainstreaming policy. First, parents have tended to resist mainstreaming quite adamantly; they are reluctant to exchange the structured, personal setting of the Mini School and the individual attention available to their children and to themselves, for the more impersonal and intimidating environment of the main school. In such cases the students--who usually resist mainstreaming as much as the parents-- are retained in the Program, particularly if the Program staff feels that mainstreaming would result in a student's dropping out of school or being withdrawn by the parents.

The resistance to mainstreaming emanates as well from the Program staff. The Principal stated that there are serious security problems in the main school; there are fewer such problems in the Mini School where students are closely monitored and the one entrance is staffed at all times.

Reportedly, when students are mainstreamed they typically return to the Mini School asking to be "taken back." In 1979-80, two such students were told that the decision to mainstream--which was made at the request of the students and their parents--could not be reversed. They subsequently dropped out of school. Reportedly, four out of every five students mainstreamed dropped out.

In the 1978-1979 Final Evaluation Report of the Eastern District Bilingual Program, the evaluator recommended that if mainstreaming proved impracticable for the reasons stated above, all possible efforts should be made to effect a transition to increased usage of English within the classes offered at the Mini School.

In interviewing the Program staff for the present report, the

evaluator was told that this has in fact been the practice of Mini School teachers. English (ESL) Teachers and Teachers who give content area instruction in Spanish often arrange to do team teaching, using an interdisciplinary approach to bilingual instruction. One teacher who has often been involved in team teaching as a means of transition to English characterized that effort in the following way:

Team teaching is generally connected with a particular project, such as a Science Fair presentation or preparation for an upcoming Essay Contest. During 1979-80, she worked together with content area teachers on those projects. Since the Science Fair entry by Mini School students must be presented in English, she and the science teacher worked together for several weeks to prepare students, whose project this year was on nitrogen fixation. They reviewed vocabulary and pronunciation, and worked toward being able to express the concepts underlying the project in Spanish and English. Team teaching was also used to coach students who were submitting entries (in English) to an Essay Contest on energy conservation. The basic preparation was done in the Writing Workshop classes; science teachers came to the classes to discuss in Spanish concepts of energy and conservation. The Writing Workshop Teacher then reviewed those concepts in English, stressing vocabulary and sentence structure.

Team teaching also is used to prepare students for Citywide examinations in Social Studies (American History), and other subjects. (Program personnel emphasize continually that in American society at large, one must be able to use English comfortably to function competitively.

Even when examinations may be taken in either Spanish or English, Mini School students are expected to take them in English.) In this case as well, content matter is reviewed in Spanish, and instruction is given on how to structure the information in English.

The Writing Workshop Teacher added that other combinations of team teaching are frequently arranged--for example, science and reading. Such arrangements are frequent, but there is no distinct pattern, since team teaching is initiated and implemented by individual Teachers.

3. Exit from Program

A total of 73 students exited the program during the 1979-1980 school year, for the following reasons:

Graduated	27	
Mainstreamed	17	
Transferred to other schools	5	
Returned to native country	3	
Marriage and/ or parenthood	2	(scheduled to return in Sept.)
LTA	17	
Discharged to alternate programs	2	(special services)

B. Funding of Instructional Component:

This remained unchanged from the 1978-1979 school year. The following information is therefore taken from last year's Final Evaluation Report:

The Bilingual Program was staffed by the following bilingual personnel:

Number	Title	Funding Source (s)
1	Program Coordinator	Tax Levy
1	Grade Advisor	Title VII
1	Teacher Trainer (75% of full time)	Title VII
3	Resource Teachers (Math, Science, Social Studies)	Title VII
1	Secretary	Title VII
6	ESL Teachers	Title I

In addition, 27 other paraprofessionals and regular high school personnel participated in the Bilingual Program. These included:

2	English Reading Teachers	Tax Levy
4	Spanish Teachers	Tax Levy
2	Math Teachers	Tax Levy
2	Social Studies Teachers	Tax Levy, Chapter 720
2	Science Teachers	Tax Levy, Chapter 720
6	Teachers (other subjects)	Tax Levy
9	Educational Assistants/ Associates:	
	4 ESL	Title I
	1 English Reading	Tax Levy
	4 Bilingual Education	Title VII

C. Instructional Offerings:

The following page offers information on the English Instructional program and the content area classes given at the Mini School. The 1978-79 Final Evaluation Report provided information on the materials used in those classes, and gave some details on the Writing Workshop classes and on NLA instruction. This report does not repeat that information, but goes into more depth on other aspects of the instructional component.

1. English Instructional Program

English as a Second Language: The basic ESL offerings included

ESL 1-2: Two semesters, beginning level

ESL 3-4: Two semesters, intermediate level

ESL 5-6: Two semesters, advanced level

ESL 7-8: Writing workshops (This level has no corresponding CREST level)

Except in the 12th grade, students receive 2 periods of ESL instruction daily, plus 1 period daily of remedial Reading Skills (Tax Levy). The first two years of ESL instruction concentrate on developing basic skills--listening, speaking, reading, and writing. Subsequent levels are designed to reinforce and further develop those skills, while focusing on particular aspects of ESL: Composition (with emphasis on writing auto-biographies and book reports on biographies); Short Stories (includes discussions of short detective stories and folktales which are read in class, and compositions on related topics); Introduction to American Literature (a survey of abridged editions of several classics in various genres, requiring book reports on outside reading); Intensive Reading Instruction

(stressing the development of specific skills, such as comprehension and vocabulary building, and aimed at preparing students for the Citywide English Examination); and the Writing Workshop (curriculum included in Appendices to this report).

The evaluator observed several ESL classes, and noted that the Teacher encouraged the students to use English to express their personal views about the subjects being discussed, and to talk about their experiences and feelings. Because a learned language can so often remain divorced from one's own life and experience, and because it can remain associated only with classroom (i.e. academic) expression, that effort seemed to be particularly significant.

ESL Through Typing: Designed by a Tax Levy ESL teacher, this elective course--which for the first time in 1979-1980 was offered in a three-year sequence--allows students to enhance English language proficiency while learning a marketable skill. While becoming familiar with the technical aspects of typewriting, students learn related vocabulary in Spanish and English. Typing drills involve learning new vocabulary in English; as students type out words they are asked to: "elicit meanings, pronounce, type, copy into notebook." Typing exercises also reinforce and/or introduce information on punctuation and capitalization in English. At more advanced levels, students of ESL Through Typing become familiar with the various forms and formats of communication that one encounters in the business world. At the same time, they are instructed in aspects of English syntax.

Reading in English: This workshop is geared to helping students meet the new and more rigorous New York State graduation requirements. It is taught as a reading workshop, supplemented by individualized reading instruction.

2. Native Language Arts

Instruction in the native language is received by each student for 5 periods each week. As described in the 1978-1979 Final Evaluation Report, three levels of NLA instruction are aimed at those students who have not yet acquired comfort in reading and writing in Spanish. Level I offers instruction to those who, having little or no formal education, are functionally illiterate when they enter; Level II strengthens basic skills; Level III gives instruction to students who have mastered basic skills but who need to develop greater proficiency in reading and writing.

In addition, students were offered a full program of instruction in Spanish, ranging from regular Level 1 to the pre-college Level 8; in 1979-1980, there were 3 NLA classes and 9 Spanish classes. Spanish classes included:

Level	No. of classes	Average enrollment
1-2	2	32
3-4	3	31
5-6	2	30
7-8	2	31

NLA-Intensive Program: Special attention is given to those students who are functionally illiterate in Spanish or English when they enter the

program. These students generally come to the U.S. from rural areas in their home country where they have been exposed to little or no formal education. The staff has been challenged to develop curriculum materials which serve these students' intense needs without discouraging or patronizing them. These course materials integrate language drills with cultural materials, particularly those related to the students' interests. Songs have proven particularly useful in this course. Dialogues, brief conversational sequences, proverbs, and poems are also introduced.

Using these materials, the teacher familiarizes students with the most basic components of written language: the alphabet and its corresponding sounds; the formation of letters (written and script); principles of spelling; accentuation; punctuation. They begin reading as soon as possible; for the most part they are highly motivated.

Students in the Intensive NLA class are taught to recognize and apply grammatical structures, both oral and written. They are taught to make use of various resources--to use a dictionary and other reference books, to utilize the resource center of the school and eventually the Public Library; (students in this class visit the Public Library, as well as a museum and the United Nations).

By the end of the year, students in the class observed by the evaluator were reading simple texts and producing compositions on such topics as "My Country" and Fashion." Students were also encouraged to apply their newly acquired skills to practical matters; some wrote out recipes of favorite dishes.

The teacher of this class noted that morale is all-important in teaching basic skills in the native language to adolescents. Most are shy about using the skills they acquire, and need encouragement and nurturance to do so.

3. Content Area Instruction

A remarkable achievement of the Bilingual Program is its development of content area offerings which challenge students who function at various levels of competency and sophistication. Bilingual instruction (90% Spanish; 10% English) is provided in Mathematics, Science, and Social Studies. Each of the subjects listed in Table II was offered for 5 periods each week. The 1978-1979 Final Evaluation Report provides information about courses in each of the major content areas and about electives. (See section on Curriculum Development for amplification of changes in the curriculum which were proposed or implemented in 1979-1980.)

TABLE I

EASTERN DISTRICT MINI SCHOOL COURSE OFFERING--Spring 1980

	Teachers/ Paras.*	Levels	No. Classes	Total Register	Average Reg. per class
ESL	1/0	2,4,6	8	202	25
Language Arts	1/1	2-8	16	395	25
Language Arts--Reading	1/1	1,2,4-9	8	206	26
Language Art--Intensive	1/1		2	N.A.	N.A.
Native Language Arts	1/1		3	N.A.	N.A.
Spanish	1/0	2,4,6,8	9	281	31
General Science	1/1**		3	74	25
Biology	1/1		4	125	31
Biochemistry	1/1		1	18	18
Ecology	1/1		1	29	29
Hygiene	1/0		1	19	19
Survey Math	1/1**		2	56	28
Pre-Algebra	1/1		7	166	23
Algebra	1/1		2	47	23
Geometry***	--		0	0	
Intermediate Algebra	1/1		1	21	21
American History	1/1**		2	51	25
World Geography	1/1		3	78	26
Modern History	1/1		2	44	22
Economics	1/1		3	95	32
Puerto Rican History	1/1		2	58	29
Latin Studies***	--		0	0	

* Number of teachers/paras. per class
** Paras. in at least one but not in every section
*** Not offered in spring 1980

V. NON-INSTRUCTIONAL COMPONENT

Overview:

A. CURRICULUM DEVELOPMENT	Title VII	3 Resource specialists
B. SUPPORTIVE SERVICES	Tax Levy	Main School guidance counselor
	Title VII	Grade Advisor
C. STAFF DEVELOPMENT	Title VII	Teacher Trainer(75% of full time)
	Tax Levy	Program Coordinator
D. PARENTAL AND COMMUNITY INVOLVEMENT	Tax Levy	Program Coordinator
E. ADMINISTRATION	Tax Levy	Program Coordinator

A. Curriculum Development:

The stability of the Bilingual Program's staff, including the resource specialists, has resulted in a process of curriculum and materials development which is continual and efficient.

The following new curricula were introduced in 1979-1980:

1. Consumer economics: this was introduced as an elective one-semester course; 40 students were enrolled. The curriculum stressed practical aspects of consumerism, ranging from basic information about comparison shopping in a variety of areas to material on banking and credit. In this way students were provided with a basic understanding of the American economy as it affects them directly. Most of the materials for this course had to be translated by the Social Studies resource specialist, since very little is available in Spanish.

2. Civics: a civics curriculum was incorporated into the present social studies course in American History; in the future it will be offered as a separate course. In part, it was introduced to respond to the requirement established by the Regents, and effective for the graduating class of 1980, that students must pass a basic competency test in civics and citizenship.

The civics curriculum included background information on the legislative process, which was reinforced through the creation of mock legislatures and a trip to Albany. Next year the Program plans to offer a one-semester elective class in civics, which will include a visit to the Mayor's office, and possibly a trip to Washington, D.C.

3. Biochemistry: 18 students were enrolled in a biochemistry class taught by the Science resource specialist, who adapted curriculum materials to meet the needs of the students. (Chemistry is also taught in the Mini School, though it was not offered in Spring 1980.)

4. Laboratory Research: this new elective introduces students--particularly those interested in pursuing careers in medical or health-related fields--to the principles of experimentation and research. The 15 students enrolled in the new elective developed the Mini School's Science Fair entry.

The program coordinator noted that further curriculum development is planned for 1980-1981, and that the facilities at the new school will make such development more practicable. Possible new courses include: Trigonometry, Geology, Physics, Orientation to Pre-Med. She added that the considerably less makeshift facilities will foster the development of materials (i.e. for the planned language laboratory and science laboratory) and electives (i.e. shops in various vocational areas).

B. Supportive Services:

The Bilingual Program's target population consists entirely of students from low-income families. Many of those families, particularly those who have recently arrived in the U.S., face severe financial stress. Often economic worries are aggravated by housing problems, health problems, and emotional problems stemming from the disruption of individual and family life due to immigration. Practical impediments to school attendance, such as the lack of appropriate clothing, contribute to low attendance and high drop-out levels unless Program personnel can assist students in coping

with these difficulties.

Ensuring attendance is often not enough. Even when students are physically in class, concentration may be impossible; health problems, anxiety, and fatigue inhibit the learning process. Many Program students hold down after-school (and sometimes late night) jobs in restaurants, bars, etc.

Furthermore, among Program students are those who suffer from severe physical and/or emotional problems. Some suffer from epileptic seizures and require close monitoring in taking medication. Others have confided to Program personnel about their family situation; some are the victims of child abuse and/or incest.

In the face of these problems (and others detailed in last year's report), the Program functions without its own Bilingual Guidance Counselor. (The services of the main school's one Bilingual Guidance Counselor are available, but that individual's time is severely overtaxed.) The Program Coordinator, Grade Advisor, and Teachers make themselves available to students (and parents); a student's problem takes priority over administrative matters at all times. But there is often little that the staff can do, other than to make referrals. Such referrals are made on a daily basis to such agencies as Williamsburg Community Services, Williamsburg Community Legal Services, Maujer Clinic, Special Services.

Ten referrals were made during the year to Special Services; the students referred were those who had severe emotional disturbance or apparent learning disabilities. The processing was rather drawn out, taking up to a

year. Those referrals resulted in special placement for 2 students.

Home visits are made on a voluntary basis by the Program's para-professionals, who live in the community. Parents are also encouraged to keep in touch with any and all Program personnel by coming to the Mini School. (See section on Parental and Community Involvement.)

Vocational and Career Guidance: Vocational and career guidance, available under state funding, is provided on an ongoing basis by the Vocational Guidance Counselor in the main school. Program personnel also incorporate information about career and vocational opportunities into the Social Studies Curriculum. The ESL classes (particularly the Writing Workshop) offer practice in oral and written skills related to applying and interviewing for jobs. The Bilingual Program is increasingly emphasizing career and vocational training; during the 1979-1980 school year, the Program Coordinator generated a grant proposal, under the Vocational Education Act, which would result in the three-year program, involving 150 students, training Bilingual students to operate word processing machines.

Group Guidance: Group guidance in the Mini School is undertaken on an informal basis. The Program Coordinator often takes the opportunity to speak to students in classes, to reinforce the idea that help is available. She also gathers groups of students, numbering from 20 to 25, in the resource center, to discuss subjects relating to their social/emotional/physical development. A group of students visited Lenox Hill Hospital where they were offered group guidance in such areas as sex education, parenthood, and contraception.

C. Staff Development:

This component of the Bilingual Program is implemented by the Program Coordinator and the Teacher Trainer (75% of whose time is devoted to the Program).

Considerable weight was given to this component of the Program, which included:

1. Classroom observation by the Teacher Trainer.

2. Teacher Trainer conferences, including discussion of observations, as well as weekly conferences attended by the Coordinator and Grade Advisor, and biweekly conferences including those personnel and the Project Director.

3. Teacher workshops conducted regularly to familiarize teachers with curricula, materials, and methodology, as well as with principles of classroom management. These workshops were conducted biweekly by the Teacher Trainer and Program Coordinator.

4. In-service Seminars given in ESL and content areas at the Board of Education; each Teacher attended at least 4 in 1979-1980.

5. In-service Seminars conducted to enhance the skills of Paraprofessional personnel, provided on a voluntary basis by Program personnel.

6. Conferences and symposia attended by Program personnel, including: the Humanities and Science Symposium; Teaching Reading Through Math (Newtown High School); Spanish Language Assessment (Hunter College); Computers and their Use in Teaching Mathematics (Kingsborough College).

7. Coursework at major universities by teachers and paraprofessionals. (See section on Staff Characteristics).

During 1979-1980, Program personnel were particularly involved in assessment of the BINL (Basic Inventory of Native Language)--attending workshops on administering the BINL, doing work for the State on assessment of BINL, and finally conducting workshops at the Board of Education on that subject.

Staff Characteristics, including current course enrollment, is outlined in table II.

D. Parental and Community Involvement:

Information on this component was supplied in some detail in last year's Final Evaluation Report. During 1979-1980, approximately 45 parents were involved in the parent Advisory Committee; this was the attendance figure at a meeting held in May. That committee also includes students, who attend but do not vote. At these meeting, the Program Coordinator made a concerted effort to involve students in reviewing proposals; she stressed that parent involvement is an integral part of grant proposals, and a requirement for funding.

Parents were generally reluctant to participate in schoolwide affairs. The schoolwide PTA meetings are generally conducted in English; and while translation is provided, parents often become frustrated and are shy about participating. Furthermore, these meetings are held at night, when parents are generally reluctant to walk in the area. (Mini School meetings are now held before school, from 7:00 to 8:30 a.m.)

Parents are kept apprised of Mini School activities through notices (in the native language) which the students bring home, local newspapers, the Mini School Gazette; there is also a regular telephone relay system

TABLE II

TITLE VII PERSONNEL--STAFF CHARACTERISTICS

Position	PAST EDUCATION Degrees	Certification	EXPERIENCE Monolingual	Bilingual	CURRENT EDUCATIONAL ACTIVITIES
Teacher Trainer	M.A.	ESC Adm Spanish	2 yrs (ESL)	8 yrs.	Attending special education courses at Pace University
Grade Advisor	M.A.			7 yrs.	Attending courses in Educational Admin. and Supervision at Queens College
Resource Specialist, Social Studies	M.A.	Bilingual S.S., Regular S.S.	6 yrs.	5 yrs.	Attending courses in Educational Admin. and Supervision at Hunter College
Resource Specialist, Science	M.A.	Bilingual Sci.	15 yrs.	6 yrs.	
Resource Specialist, Mathematics	M.A.	Bilingual Math		5 yrs.	Attending courses in Bilingual Math at Queens College
Bilingual Secretary		School Secretary	9 yrs.		
Educational Asst.	A.A.		4 yrs.	5 yrs.	All attending Brooklyn College Majoring in Bilingual Education (Elem)
Educational Asst.	A.A.			6 yrs.	
Educational Asst.	A.A.			6 yrs.	
Educational Asst.	Info. not available				

established among parents to facilitate communications.

There is no funding for parent education; advice, translation services and information/referrals are provided by Program personnel on a voluntary basis. Parents are involved in class trips-- both in organizing and in the trips themselves.

Public Relations: The Bilingual Program is clearly well known in the community, and maintains close ties with other community institutions, including the Public Library, the Police Department (90th Precinct), the Fire Department, and the Transfiguration Church (which is an important force in the community). It also maintains ties with the various agencies to which it makes referrals (see section on Supportive Services), with representatives of the Armed Forces recruiting offices, and with local businesses. In short, the Program makes every effort to familiarize the community with its activities, and to utilize whatever resources can be located in the community to benefit its students.

Program activities were quite visible in 1979-1980. Aside from publicity in local news media, the Mini School was featured in citywide television broadcasts, including Herman Badillo's "Urban Journal" (WPIX) and a program on Channel 25 (the municipal educational channel).

E. Affective Domain:

In general, morale in the Mini School is quite high, and students seem to have a positive attitude toward the Bilingual Program. Some indicators of that attitude include the following:

Attendance: in the context of a high school which has the city's lowest attendance rate, the Bilingual Program has an attendance level

of better than 92%.

Extracurricular Activities: program students participate in extracurricular activities both in the Mini School and the main school. They are active in sports (particularly track and baseball) and in more than a dozen clubs, including the ESL Club, Aspira Club, Health Club, Poetry Club, Science Club, and the Current Events Club. Students prepared and presented a special dance program in the main school (at a special assembly) and at Kings Plaza. In addition, students participated in special events and celebrations outside the school, such as the festivities at the N.Y.C. Board of Education marking Pan American Day. Program students are urged to participate as much as possible in competitions and activities outside the school, to orient themselves to the kind of competition that awaits them in the working and/or educational worlds.

Honors, College Admission: During 1979-80, more than half of the students at Eastern District H.S. who were admitted to Arista (the Honor Society) were from the Mini School. In general, Program students excelled in the academic sphere: the three top honors went to Mini School students at 1980 graduation exercises. Awards given to individual Program students included: a Citation of Honor Award given by the District Attorney of Kings County; the Pan American Prize; a citywide Poetry Contest; Chancellor's Recognition.

As of May 1980, 37 of the 57 members of Mini School graduating class had been admitted to the colleges of their choice. Several had won scholarships: 2 to Barnard; 5 to Marymount College.

Vandalism: There was little vandalism of any kind at the Mini School in 1979-80. The evaluator noted that inside the Mini School's walls, students apparently respect school property; even desks are relatively free of grafitti. The makeshift laboratory at the end of the corridor is well maintained, though the equipment it contains is accessible on open shelves.

Drop-Out Rate: The drop-out rate was relatively low; during the year 17 students left the Program and were unaccounted for.

Suspensions: There were no suspensions during the year.

Other Indicators: The evaluator observed that in general Program students were polite and attentive in classes; there were few disruptions in classes and--other than gum-chewing and occasional abuse of pass privileges--discipline was not a major problem. One of the evaluator's site visits fell, by coincidence, on the day that Herman Badillo was at the Mini School taping an "Urban Journal" Segment. Students were, of course, on best behavior; but it became apparent that the media attention which the Program has received generates further success, by reinforcing the students' self-concept.

VI. FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English Language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

English as a Second Language	------	Criterion Referenced English Syntax Test (CREST)
Reading in Spanish	------	Inter-American Series: Prueba de Lectura
Mathematics Achievement	------	Inter-American Series: Prueba en Matematicas
Mathematics Performance	------	Teacher-made tests
Science Performance	------	Teacher-made tests
Social Studies Performance	------	Teacher-made tests
Native Language Arts Performance	------	Teacher-made tests
Attendance	------	School and Program records

The following analyses were performed:

A) On pre/post standardized tests of Reading and Mathematics Achievement statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.
This analysis does not represent as estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1]

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations of each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful. Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

B) On the Criterion Reference English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels.

C) The results of the criterion referenced tests in mathematics, social studies, science and native language arts are reported in terms of the number and percent of students achieving the criterion levels set for the participants (60% passing).

D) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE III

English as a Second Language

FALL

Results of the Criterion Referenced English Syntax Test (CREST) Reporting the Number of Objectives Mastered, Percent Mastered, and Objectives Mastered Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment	Objectives Mastered Per Month
9	48	6.9	3.1	45%	3.1	1.0
10	69	6.7	2.8	42%	3.1	0.9
11	45	5.6	2.5	45%	3.2	0.8
12	32	4.5	1.1	24%	3.2	0.3
Totals	194	6.1	2.5	41%	3.1	0.8

Student Fall semester performance on all test levels of the CREST revealed that from 4.5 objectives in grade 12 to 6.9 objectives in grade 9 were attempted, and from 1.1 objectives in grade 12 to 3.1 objectives in grade 9 were mastered. The number of objectives mastered per month ranged from an average of .3 in grade 12 to 1 in grade 9.

TABLE IV

English as a Second Language

FALL

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	48	228	101	44%	92	47	51%	10	1	10%
10	69	99	45	45%	326	126	39%	37	23	62%
11	45	16	7	44%	189	78	41%	45	28	62%
12	32	-	-	-	29	2	7%	116	33	28%
Totals	194	343	153	45%	636	253	40%	208	85	41%

CREST testing in the Fall showed that, as expected, the higher the entry grade levels, the higher the CREST level students performed. On the whole, approximately the same percentage of objectives were mastered at each test level. When looked at by grade level, a complex picture emerges in terms of the mastery rates. Tenth grade students were more successful at the lower test levels. Tenth and eleventh grade students were more successful on the lowest and highest levels, and 12th grade students were more successful on Level III.

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TABLE V

English as a Second Language

SPRING

Results of the Criterion Referenced English Syntax Test (CREST) Reporting the Number of Objectives Mastered, Percent Mastered, and Objectives Mastered Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment	Objectives Mastered Per Month
9	60	7.5	3.9	52%	2.7	1.4
10	82	7.1	3.7	52%	2.8	1.3
11	42	3.8	1.9	49%	2.9	.6
12	31	5.4	3.5	64%	3.0	1.2
Totals	215	6.3	3.3	53%	2.8	1.2

Students performed at a decidedly higher level on the CREST in Spring when total number of objectives tested is examined. Overall, students mastered more than one objective per month of instructional time which was true of all grade levels except for 11th grade students. Students consistently mastered more than half of the attempted objectives.

TABLE VI

English as a Second Language

SPRING

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	60	295	151	51%	130	70	54%	23	11	48%
10	82	207	104	50%	297	153	52%	80	46	58%
11	42	8	7	88%	60	30	50%	93	42	45%
12	31	-	-	-	-	-	-	167	107	64%
Totals	215	510	262	51%	487	253	52%	363	206	57%

Spring performance on the CREST was consistantly above a 50% mastery rate in all grades on all test levels. Students in lower grades were functioning on the beginning and intermediate levels (I, II) primarily while upper level students tended to function at the intermediate and advanced levels of the test (Levels II, III).

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TABLE VII

NATIVE LANGUAGE READING ACHIEVEMENT

Spanish Speaking Students

Significance of Mean Total Raw Score Difference Between Initial and Final Test Scores for Spanish Speaking Students With Full Instructional Treatment on the CIA Prueba de Lectura, Level III

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre-Post	t	p	ES
9	61	70.3	9.2	75.6	9.2	6.0	.59	5.04	.001	.63
10	80	66.6	11.3	72.9	11.3	6.3	.69	6.35	.001	.71
11	53	73.3	11.9	78.4	11.1	6.1	.67	4.75	.001	.66
12	46	80.2	9.3	83.5	11.2	3.3	.81	3.45	.001	.51

Spanish speaking students made highly statistically significant gains at all grade levels in Native Language reading achievement on the CIA Prueba de Lectura. Average raw score gains ranged from 3 points in grade 12 to approximately 6 points in grades 9, 10 and 11. These gains were of moderate educational significance as indicated by the ES indices. The test-retest correlations are of only moderate level for grades 9 through 11, and may indicate that the test instrument did not measure reliably.

TABLE VIII

NATIVE LANGUAGE MATHEMATICS ACHIEVEMENT

Spanish Speaking Students

Significance of Mean Total Raw Score Difference Between Initial and Final Scores for Spanish Speaking Students with Full Instructional Treatment on the Prueba en Matematicas

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre-Post	t	p	ES
9	60	65.7	9.8	68.3	10.7	2.5	.53	1.96	.05	.25
10	87	64.8	8.8	70.3	7.9	5.5	.51	6.23	.001	.67
11	53	66.2	9.3	73.8	11.2	7.6	.63	6.24	.001	.86
12	47	68.7	10.7	73.9	10.4	5.2	.78	5.12	.001	.75

Spanish speaking students showed statistically significant growth at all grade levels in Native Language Mathematics achievement on the Prueba en Matematicas. Gains ranged from 3 points in grade 9 to 8 points in grade 11. The educational significance of the gains ranged from minimal in grade 9 to moderate in grades 9 and 12, and large in grade 11. Test-retest correlations are moderate in grades 9, 10, and 11 which indicates that the test measured the function tested with only moderate precision.

TABLE IX

MATHEMATICS PERFORMANCE

Spanish Speaking Students
Number and Percent of Students Passing
Teacher-made Examinations in Mathematics

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	82	56	68%	82	61	74%
10	122	75	61%	122	92	75%
11	59	45	76%	61	52	85%
12	47	39	83%	47	43	92%

The percent of students mastering the Fall mathematics curriculum ranged from 61% in grade 10 to 83% in grade 12. The percent showing mastery in Spring ranged from 74% in grade 9 to 92% in grade 12. In all grades, a higher percentage of students mastered the curriculum in Spring than in Fall. Overall, the mathematics curriculum objective was met.

TABLE X

SCIENCE PERFORMANCE

Spanish Speaking Students

Number and Percent of Student Passing
Teacher-made Examinations in Science

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	61	50	82%	77	59	77%
10	73	55	75%	94	75	80%
11	59	41	70%	59	42	71%
12	47	42	89%	47	42	89%

The percentage of students mastering the Science curriculum in Fall ranged from 70% in grade 11 to 89% in grade 12. The percent mastering the Spring curriculum ranged from 71% in grade 11 to 89% in grade 12. The percentage showing mastery remained approximately the same in grades 11 and 12 whereas 10th grade students showed a higher mastery rate in Spring and 9th grade showed a lower mastery rate in Spring. Overall, the program objective was met for the science curriculum.

TABLE XI

SOCIAL STUDIES PERFORMANCE

Spanish Speaking Students

Number and Percent of Students Passing
Teacher-made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	68	46	68%	77	65	84%
10	94	74	79%	97	82	85%
11	58	40	69%	59	48	81%
12	42	35	83%	47	43	92%

In the Fall, the percentage of students who mastered the Social Studies curriculum ranged from 68% in grade 9 to 83% in grade 12. The percent mastering the spring curriculum ranged from 81% in grade 11 to 92% in grade 12. In all grades, a substantially higher percentage of students passed Teacher-made exams in Spring. The program objective was met and substantially surpassed.

TABLE XII

NATIVE LANGUAGE ARTS PERFORMANCE

Spanish Speaking Students

Number and Percent of Students Passing

Teacher-made Examinations in Native Language Arts

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	65	51	78%	83	74	89%
10	80	62	78%	100	91	91%
11	61	45	74%	60	56	93%
12	47	44	94%	47	45	96%

The percentage of students passing Teacher-made exams in Native Language Arts ranged from 74% in grade 11 to 94% in grade 12 in the Fall. In Spring, the percent showing mastery ranged from 89% in grade 9 to 96% in grade 12. A substantially higher percentage of students showed mastery on Spring exams in most grades. Overall, the program objective was met and substantially surpassed.

TABLE XIII

ATTENDANCE RATES

Spanish Speaking Students
Number and Percent of Students Surpassing the
General School Attendance Rate, Reporting the Program
Attendance Rate and Standard Deviation

GRADE	No. of students	Average Attendance	Standard Deviation	Number Surpassing Rate	% Exceeding School Rate
9	82	77%	11.5	79	96%
10	122	80%	16.8	112	92%
11	66	81%	15.0	61	92%
12	47	88%	7.2	46	98%

The average attendace rate ranged from 77% in grade 9 to 88% in grade 12. In all grades, the percentage of students surpassing the school-wide rate was in excess of 90%. Thus, the attendance objective was substantially surpassed.

TABLE XIV

Comparison of Percentage of Dropouts Between

Program Students and the Total School

Program Students	Total School	Difference
2.2%	57.0%	54.8%

Program students had a drop out rate of 2.2% and the drop out rate for the total school was 57.0%. This implies a 55% lower drop out rate for program students. The stated evaluation objective, that the drop out rate for program students would be at least 20% lower than that of the school-wide drop out rate, was met and substantially surpassed.

VI. CONCLUSIONS AND RECOMMENDATIONS:

A. Conclusions:

The Bilingual Program at Eastern District High School has in 1979-80 maintained the standard of excellence which it had established in its previous years of operation. The ability of the Program staff to instill confidence in its students and to promote a positive attitude toward school and toward learning in general has, as in the past, translated into visible achievement in instructional and non-instructional areas. Students have demonstrated considerable mastery of content area material which was taught primarily in the native language. Particularly significant has been their high level of performance on standardized, citywide examinations which were administered in English, and in other competitive situations such as science fairs and essay contests which demanded utilization of English. This would seem to indicate that the concepts and information absorbed in the bilingual classes will serve these students well in the larger (not necessarily bilingual) academic world and/or the job market. While the rate of mainstreaming within the Program was not high, the overall objective of transition into English usage and participation in activities outside of their immediate community was in this sense served by the Bilingual Program.

Program students' records of achievement, considered individually and collectively, are especially impressive if considered in light of what the same students, entering the Program with the same kinds of academic and non-academic difficulties, might have been expected to achieve in the absence of the Program. While such considerations are usually speculative

at best, at Eastern District there are so many students in need of bilingual services that ultimately the selection of Program participants has a random element. Many or most of the Spanish-dominant students enrolled in the main school program were theoretically eligible for the Program, having scored below the twentieth percentile on the LAB battery. In this sense, those students do provide a kind of control group. The significant differential between the academic performance of students who were enrolled in the Bilingual Program vs. students who did not receive its services, underscores the effectiveness of the Prcgram and of its staff's approach to bilingual education.

The Program Coordinator stated that while students technically have the right to graduate under alternative requirements, that is, by taking and passing certain of the required examinations in Spanish, they are generally expected to measure up to their full potential by taking them in English: believing that they have no choice but to prepare for the examinations in English, they do so, and they succeed. When the evaluator expressed her reaction to this strategy, the Program Coordinator stressed that parents and students who have recently arrived from Latin American countries often expect, and insist on, an authoritarian, parental approach from educators, and that they are most responsive when they encounter the combination of discipline and nurturance that the Mini School tries to provide. Furthermore, a study by Ron Edmonds entitled "A Discussion of the Literature and Issues Related to Effective Schooling" (unpublished) suggests that: "Schools that

are instructionally effective for poor children have a climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement. The school's atmosphere is orderly without being rigid...."

B. Recommendations:

On the basis of several site visits, and interviews with personnel and students, the evaluator recommended:

1. that the Program be continued, and that its staff be commended for the substantial achievements which they and their students have made;

2. that the Program personnel make every effort to take advantage of the opportunities, afforded by the restructuring of the high school at its new facilities, to promote closer ties and better understanding with the rest of the faculty and student body, and to encourage students to make fuller use of the school's resources;

3. that the selection process be re-evaluated, and more clear-cut entry criteria be spelled out; for one individual to interview personally more than 700 students in a short period seems inefficient and overly taxing;

4. that a Bilingual Guidance Counselor, and perhaps a Nurse as well, would greatly enhance the Program's ability to deliver instructional services to its participants, since considerably less time would be drained by dealing with personal and family problems;

5. that consideration be given to providing child-care arrangements at the school during scheduled parental activities, and to provide other services to promote parental participation and to deal with some of the family problems that often cause students to drop out of school.

VIII. APPENDIX

APPENDIX A

Rating Oral Language Ability

Oral Language Ability Rating Scale, New York City

Scale for Rating Pupil's Ability to Speak English

Enter for each pupil the letter A, B, C, D, E, F corresponding to his estimated ability to speak English in the classroom, defined as follows:

A -- Speaks English, for his age level, like a native - with no foreign accent or hesitancy due to interference of a foreign language.

B -- Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.

C -- Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English, and therefore speaks hesitantly upon occasion.

D -- Speaks English in more than a few stereotyped situations but speaks it haltingly at all times.

E -- Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.

F -- Speaks no English.

The expected outcomes listed for each grade in this handbook can serve as a guide for evaluating achievement and relating them to the above scale. This is particularly significant for the C, B, and A designations that use as a comparison typical native pupils of like age.

Eastern District High School
Bilingual Demonstration Project
227 Marcy Avenue Brooklyn, N.Y. 11211

APPENDIX B

Mr. Dicker, Principal

Mrs. Surillo, Ass't. Prin.

CURRICULUM OUTLINE WRITING WORKSHOPS

prepared by Rosemarie Ferrara

Texts used: Writing Workshop I (LA 7) : American English Guided Composition
Let's Write English
Writing Workshop II (LA 8) : Study Skills for ESL Students
Let's Write English

Writing Workshop I:

1. General Review of structure to include:
   a) parts of speech
   b) the nine basic sentence patterns
   c) analysis of sentence parts
   d) explanation of simple, compound, complex, compound-complex, declarative, negative, interrogative and negative interrogative sentences
   e) writing complete sentences
   f) paragraph development
   g) composition development
2. Letter Writing Units to include:
   a) personal or friendly letters
   b) business letters (of order, of request, of application)
   c) actual practice on real stationery in writing at least one letter in each category.
3. Resume Writing:
   a) explanation of chronology, autobiography, record of employment, references, letters of recommendation
   b) model resumes to follow
   c) actual development of individual resumes
4. Journalistic Writing to include factual description of
   a) who b)what c)where d)when e)why f)how
5. Term Project: ONE of the following: Autobiography/ Diary/ Research Paper

Writing Workshop II:

1. General overview of material taught in LA 7.
2. Outline development:
   a) of reading material b) in preparation to write
   c) in notetaking
3. Poetry Writing and Analysis of Structure:
   a) song lyrics b)literary works c)creative poetry
4. City-wide and Competency exam preparations using former actual exams.
5. Composition development and practice will be an on-going activity.
6. Term Project: Fables/ Novel Analysis/ Class Magazine/ Biography Analysis

APPROVED: HS

APPENDIX C

INTEGRATED BILINGUAL DEMONSTRATION
PROJECT FOR HIGH SCHOOLS
EASTERN DISTRICT HIGH SCHOOL
227 Marcy Avenue
Brooklyn, New York 11211

David Dicker
Principal

Haydee C. Surillo
A.P. Adm. Bil. Ed.

PROPOSED CIVICS CURRICULUM

1980 - 1981

I. Introduction:

Topic: Good Citizenship

A. Definition -(by students, teacher, textbooks)

B. Responsibilities - (Every privilege carries a concomitant responsibility)
1. towards the country
2. towards the city
3. towards the community
4. towards your school

II. Beginning development and evaluation of the United States System of Government.

A. Basis
1. English democratic tradition
2. Study of other governments
3. The human need for liberty

III. The War of Independence

A. Causes

1. Why man will take any risk and be ready to give up his life for freedom
(tie up with present day events - Cuban exodus, Haitian exodus - illegal aliens)

IV. The Constitution

1. Division of Powers: Federal, State & Local
2. Separation of Powers: Executive, Legislature, Judicial
3. The President:
How is he elected?
What are his powers?
What role do citizens play in his presidency?

4. The Legislature:
   How is it elected?
   How can we influence it?
5. The Supreme Court
6. How does a bill become a law?

V. Mock Congress

1. Ask students to suggest laws based on actual current events. Choose one.
2. Have students actually write a "bill" to be considered.
3. Class will be divided into two parts - (including two committees) House of Representatives with Speaker Senate - President Pro-temp.
4. Start bill.- and discussion in House after committee has approved it. Vote in favor
5. Discuss in Senate Committee - vote in favor. Debate in Senate
6. Pass to President, who vetos
7. Over-riding of the veto.

VI. What are our Rights as Citizens?

1. Study Bill of Rights

VII. How have Supreme Court decisions helped to protect our rights.

VIII. State Government

1. Governor and his powers
2. State Legislature - powers and areas of legislation
3. Who are our Senators and Assemblymen?

Special Trips: Albany, guided tour of Legislative Chambers.

IX. Our local government - New York City

1. The Mayor and his powers
2. The City Council

Special Project: Attend a City Council hearing, preferably on budget.
Local community tours
Interview with the Borough President
How can we help solve community problems?
What is the role of schools

Texts for Civics Course:

1. Aventuras en la Historia de los United States - Nuestro Gobierno es operacion
2. Goberno Pracico: Basic Education Series - SUNY 1969
3. Magruder: American Government
4. Teacher & Resource teacher made materials

APPENDIX D

INTEGRATED BILINGUAL DEMONSTRATION
PROJECT FOR HIGH SCHOOLS
EASTERN DISTRICT HIGH SCHOOL
227 Marcy Avenue
Brooklyn, New York 11211

NEEDS ASSESSMENT

Developed by: Gerald Seiderman, Teacher Trainer - Under the Supervision of Haydee C. Surillo - A.P. Adm. Bil. Ed.

Objective:

A questionnaire designed to ascertain the specific problems of the teachers in our bilingual program.

1. How long have you been teaching?

2. What subjects have you taught?

3. Have you had any business experience or expertise in any other areas?

4. What classes are you teaching?

5. What are the students' levels?

6. How well do you know your students?

7. Are you interested in their family background?

8. What have you found out about your students...their own iterests, problems, etc.

9. How much attention have you given the "slow" learners in your class - if you have any?

10. What textbooks do you use?

11. Who recommended them?

12. Did you have any say in the selection of the textbooks?

13. Do you find them adequate?

14. Are these books really suited to the non-English speaking student?

15. Relevancy - are these materials relevant, not only to the students academic needs, but also to their cultural perceptions?

16. Have you participated in the development of curriculum materials for the subjects you teach?

17. What methods do you use to promote good daily attendance in your students?

18. How do you deal with discipline problems that may arise in subject classes?

19. What is the nature of the most commonly occuring discipline problems?

20. Do you integrate a student orientation sequence into your course outline? What do you include?

21. What are the requirements that you establish for a student to pass your subject classes?

22. Have you taken college level credits in test preparation?

23. What are the criteria for placement of students in each of your subject classes?

24. Do you agree with this method of placement?

25. What suggestions would you offer for improved placement and placement testing?

26. What methods of remediation and follow-up for failing students do you employ?

27. What supportive services are you aware of that are being offered to the failing student, and for the disruptive student?

28. Do you consider these services adequate?

29. Do you "reward" special progress in your students? How?

30. Have you been assigned an educational assistant?

31. What is the role of the educational assistant in your classroom?

32. Is this assistance valuable to you and to the children?

33. Do you provide for small group (individualized) instruction? Why? How?

34. How many students are there in each of your classes?

35. Do you prepare daily or weekly lesson plans on a regular basis?

36. Who reviews the lesson plans with you?

37. What supportive services do you receive in the development of lesson plans and in demonstration lessons?

38. What class trips are you planning this semester?

39. How frequently are your classes observed and by whom?

40. Have these classroom visits been beneficial? How?

41. Are post-observation conferences held following the classroom visits?

42. How frequently do you assign homework?

43. How do you structure the homework assignment?

44. What attitudes do you attempt to develop in your students through your subject area?

45. Do you feel you have been successful in the cultivation of these attitudes?

46. To what degree do you involve parents in the school programs, assemblies, trips, homework?

47. Does the program provide for an on-going interaction with the parents of the children? Has this interaction been beneficial to you? To the children?

48. Have your overall needs been met?

49. Have you received enough help from your supervisors?

50. Are there any other special needs, problems or suggestions that you would like to make at this time?